

THE  
INAUGURAL ADDRESS  
OF THE  
REV. GILBERT MORGAN














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Esteem.  
No. 21.*

INAUGURAL ADDRESS,

OF THE

REV. GILBERT MORGAN,

PRESIDENT

OF THE

WESTERN UNIVERSITY OF PENNSYLVANIA.

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PITTSBURGH:

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M DCCC XXXV.

EXTRACT FROM THE MINUTES OF THE BOARD OF TRUSTEES.

*Resolved*, That the President of the University be requested to furnish the Board with a copy of the Inaugural Address, for publication.

Signed,

WILLIAM ROBINSON, Jr., *President*.



## ADDRESS.



AN oath\* to the Searcher of Hearts, administered by the guardian of the Commonwealth, adds fear to this solemnity. This anticipation of the eternal results, summons the conscience to trace the bearings of this office. They cannot be limited to Pupils, to the City, or State. The history of Pennsylvania, the history of our country is the record of but few individuals. It is three centuries since a smaller city than Pittsburgh, secluded among the Alps, on less ambitious waters, received a stranger seeking the retirement of learning. He furnished the model for European and American Colleges. The principles which preserve the State free, and the Church pure, the one dissevered from the other, leaving each to govern and reform themselves, first took their visible forms in the Academy of Geneva.

That Academy, with its distinguished head, gave the reformation and civil freedom to Holland, to Scotland; to England,—the best elements of reform; to France,—a bright morning, darkened by martyrdom and exile. But the cloud, which poured its rebuke on Europe, was the pillar of fire to the American Israel. 'The Moses' and Hurs, the Aarons and Joshuas, who led forth the colonies were educated in that school of Faith and Freedom. As in her own halls was educated Milton, strong in human rights; so Locke and Sidney. The Village Hampdens, who with dauntless breasts, the little tyrants of their field withstood, fled to these Hesperian shores, bearing in their bosoms the writings emanating from that school—writings which formed the minds of our colonial and revolutionary statesmen. The constitution was so striking a reproduction of what the pupils from that school had been familiar with, that in Europe and America they pronounced the safeguards, the responsibilities, and self-preserving power of the constitution, the very principles of the reformation. It is not, therefore, remarkable that the American Churches holding the same republican principles, should confide in its success, glory in its adoption, and spread this charter with thanksgiving before the Great

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\* The oath of office was administered to the President, by the Hon. Judge Dallas, in behalf of the Commonwealth of Pennsylvania.

Head of the Church. These results exhibit the durability of truth, the connexion of religious education with government, and roll upon us a weight of personal responsibility.

Man seldom invents: to improve is his province; to perfect requires the genius and felicity of the whole race. He who combines in himself the best acquisitions of the past, and is himself a representative of what is excellent in his own age, and who throws himself not far in the advance of his cotemporaries, has the best means of combining kindred spirits in the accomplishment of great undertakings. Still there is a tide in the affairs of men.

The very sources of wealth in this city admitting constant re-investment, and leaving no man of leisure, with the immaturity of the University accumulate unusual responsibilities upon its President. As the organ of the Board, he is to secure professors of varied talents, suited to the peculiarities of a city.

He is to introduce a system of government, mild as our laws, rational as our freedom, sacred as our religion, harmonizing with human nature and our habits; he is to mature a course of studies and modes of instruction, which by their comprehensiveness, depth and unity, may do credit to the rising Literature of our country, and by their practical character, merit the confidence of the enterprising West: Defects in society are to be remedied; all occupations, professions, parties and churches are to be united, on the ground of their own interests; subscriptions from every valuable citizen must bind their hearts, and endowments from the state, crown their efforts. The prayer of the closet, the family and sanctuary must descend in heavenly blessings. Were contingencies fewer, were good councils always sure of the support of good men, still the magnitude of the results would make the heart feel the presence and sympathy of this Christian assembly, fitly met in the Temple of God, surrounded by the ministers of reconciliation, imploring wisdom from above to meet those untried responsibilities.

CITIZENS OF PITTSBURGH—Your cordial invitation has removed me from my Native State, to be associated with your families, and with the fortunes of your city. The regret in leaving New York, at the time of her best efforts for education, is removed in coming to a State that adorns so many pages of our history. As a colony, Pennsylvania set the world an example of befriending the defenceless, of cherishing different sects. If not the first to complain of oppression, the least dishonored by Tories. As a State, the earliest to devote her



immense resources to Internal Improvements. Her Metropolis, the first patroness of the Arts, ever munificent in charity. There was our first Astronomer, Painter, Statesman; there was medicine rendered independent; the highest order of talent, piety and patriotism, associated with the profession; each State emulates the model. A long succession of discoveries and improvements, have won trophies for our country more honorable than conquests; and while independence ennobles her birth-place, while the coins spread our eagle, while the stars and the stripes are the boast, or the heraldry of victorious freedom, Philadelphia will be *preclarum et venerabile nomen*.

Your own city has its age of chivalry. This Thermopylæ of the Great Valley, has seen a more terrific foe than the Persian host;—deeds of valor and garments rolled in blood, not authenticated by the historian, are repeated by the aged. Connected with northern seas—eastern canals, and southern rivers, Pittsburgh is fast assuming a commanding central position. Twenty-five thousand miles of Steamboat navigation is a single vain returning the current to this centre of impulse. No man can estimate the value of the square foot, or limit your multiplying thousands. Here too, the element of good society, unboasting integrity, universal industry, religious and social culture with much individual learning, have long been depositing the primary and transition rock, to sustain a rich and enduring Literature. On this broad foundation arises your “University.” It is no importation, it springs from no rivalry, it is native born, growing out of your wants, sustained by your resources, and rising up to hail, adorn and bless your coming greatness. The Trustees thus explain the meaning of their charter. “The known intention of the Legislature in their charter, and in the original endowment in 1820, was not merely to raise *another* Academy to the rank of a College. The comparison was not made with the existing Colleges, but with the venerable University of Pennsylvania. The Legislature contemplated endowments to \$20,000 dollars, sustaining an enlarged course of Science, a wide diffusion of Literature and the Arts;—they intended the West to share with the East in learning, wealth, and honor. We feel, add the Board, our obligation to the State to fulfil these intentions, as far as people shall place the means in our hands. We rely on the citizens of Pittsburgh for funds requisite for this community, and on the Legislature for the means of rendering the Institution worthy of the Western University of Pennsylvania.”

This State has no third city so favorable for a University, like herself, unnursed and ungoverned by any Church. In no city are Christians dwelling in greater harmony :—In none does party strife less disturb social and municipal action. The Charter expressly forbids preference on sectarian grounds, and the Board can lift an unstained hand. And while the Board can find a President whose principles and sympathies inspire reverence for the blood-bought Churches of our Lord, and admiration of exalted worth in every great division of American citizens, this University may continue the bond of union, the centre of attraction, the fountain of usefulness.

It is no small hindrance to enlightened views on General Education, that all men praise and think they understand the subject: even the learner dictates how much and how he will be taught, involving the absurdity of knowing and not knowing. But truly no science is so imperfectly comprehended even by the wisest. Our whole country is debating it. Many an eloquent page is written. Improvement and delusion go hand in hand. Evils are detected and confidence weakened: but the great hope, from the appropriation of public lands to State Education, is not brightened by these discordant views. Indeed the science of human nature is too imperfect; defects in State Legislation are too great; and latent evils have not yet sufficiently developed themselves, to justify any man in affirming what system of General Education is best, or will prevail. The boasted right of individuals to organize extensive Institutions through the land, to inculcate sentiments and form associations to secure the next generation as conscripts to a self-justifying revolution, has not yet awakened observation or solicitude, and Legislators slumber on its silence.

The friends of Education under all forms of legal provision, divide themselves into two grand divisions: the *many*, whose views go little farther than the elementary instruction of all, and the partial education of some; and the *few*, who esteem institutions for a finished education essential to give success to the former. The Legislature of this State happily have never been divided, except on the policy of aiding those who help themselves.

In presenting the leading view of this Institution, the intelligent will judge as safely from the mode of thinking, as from the plans themselves. The distinction between means and end is vital. Much of that which goes current for education, as instruction, books, institutions, are but means. These may exist and operate, and the



character of the pupil and of society retain their defects. The end to be reached by these means is, **TO PERFECT THE ENTIRE CHARACTER OF THE INDIVIDUAL AND OF SOCIETY ITSELF.**

Man's passion for perfection is instinctive. It follows the like passion for imitation. This innate law is the tribunal of human rights. From this throne the violated law speaks out its thunders. This is the inspiration of the muse, the beau-ideal of the artist, the image of virtue. Education must be taken in a more comprehensive sense, including all the modifications on even the infant nature, which the presence and society of cultivated man imparts, whether in the way of example and unnoticed imitation, the silent language that speaks to the eye from the works of man and the arrangement of society, as well as from the direct instruction in crafts and letters, arts and sciences. Society is the great agent in moulding man. The very form of government makes the savage, the slave, the free-man. Self-government is based upon universal education.

Man's entire nature is the proper subject of culture. His external senses, as the eye and ear; his internal senses, as beauty and order; his motions, voice, sensibilities, moral and rational powers are to be educated. The perfection of his health and constitution requires in the mother, nurse, physician and legislator, great knowledge of physical laws. Moral culture commences with the first impress of a mother's joy. The horizon of moral relations expands slowly in this life, but hereafter with a sublime movement. Intellectual culture has no exclusive province. Conscience itself is the exercise of the judgment on moral relations, which excites in our sensitive nature the emotions of worthiness or blame. Mental culture, including physical and moral, may be defined an excitement of all the senses, and a discipline of the whole man,—producing intensity and facility, strength and order, self-application in acquiring knowledge, and in combining its elements for useful results. The power of combination is seen in genius, eloquence, arts, science, war, government. It is displayed in Moses and Paul, in Homer and Plato, in Hannibal and Cæsar, in Franklin and Washington, in Hamilton and Clinton. Napoleon's power of combination, which qualified him for the prince of civil rulers, was alienated from its proper aim. The dishonor done to human nature is the low estimate in which man is held. How unworthy the idol to which millions are sacrificed! What an incongruity for the citizens of this country, to admire a being who was an outlaw to the principles of our government.

Admiration of many living patriots, constrains me to pass in mournful silence the recent grave of the most perfect model of an American citizen. His education was truly American, and within the reach of most young men. His powers of mind were distinguished from Napoleon's, by profound analysis, in which he may have excelled all men. He derived his happiness and his imperishable fame from his virtues as a son, a parent, a Christian, a citizen. He needs no Homer—no monument. The Federal Constitution, adopted, preserved, explained, and vindicated, is one of the services which render the entire character of Marshall of more worth to the youth of this country than olympic crowns or triumphal arches.

Alas! the malevolence of party allows few, even of the illustrious dead, to be spoken of without offence, or used freely in the lecture room, in analysis of character, opinion, eloquence, or patriotism. In the production of such minds as Marshall and Washington, much must be allowed to parental influence—much to those principles in government which, being contended for, become incarnate.

Control over the material world is the effect of culture. Educated man combines the improvements of former ages—guides Columbus to a new world—he throws himself far within the bulwark of unexplored nature—and erects lighthouses of discovery along waste continents. But ascendancy over cultivated society is the mystery of Education. For this end man was created of one parentage, in the image of God, higher than angels in this empire of interminable influences. The Moral Governor puts his sceptre into human hands, and looks calmly on the use and abuse, reserving to the judgment the full disclosure of results, and of his wisdom in making man his brother keeper, the guardian angel of the human race. Thus Plato taught—thus the Roman Plato writes to his own son, amid slaughtered patriots, and freedom's expiring hopes:—*Non nobis solum nati summus; ortusque nostri partem patria vindicat, partem amici; homines hominum causa esse generatos; communes utilitates debemus in medium afferre, mutatione officiorum, dando, accipiendo; tum artibus, tum opera, tum facultatibus devincere hominum inter homines societatem.*

True philosophy inspires reverence to the majesty of our nature. She lifts an adoring voice—I am fearfully and wonderfully made! The Gospel of the Son of God brings perfection to man, and to society, when the redeemed ones shall at length re-enter Paradise



and pluck unforbidden fruit from life's fair tree fast by the Throne of God, where Seraphs gather immortality.

This exalted being begins his days in utter helplessness. Years of infancy, vegetative childhood, imitative youth, immature manhood—all are the arrangements of our heavenly Father, as the foundation in our own nature, and in society, that existence should be infinitely less important than early, long continued, profound Christian education. No improvements, no precocity can abridge minority. Objects of study will multiply faster than facilities. A loftier statue of usefulness is a nobler aim than to be hurried into action. It was nobly said by Philip of Macedon, in writing to the Teacher of Alexander—"I thank the gods that a son is born unto me; not so much that a son is *born* unto me, as that he is born at a time when Aristotle can be his preceptor."

It remains to notice the adaptedness of a few studies to the end specified. The numerous branches may be imperfectly classed under matter and mind, though no navigator can coast between them.

Matter will claim the Arts, Mathematics, Physics, Natural History, and Medicine.

The experimental and applied Sciences in this University, will not only maintain their scientific form, but will assume a very practical character, amid immense machinery, vast exhibition of phenomena, native cabinets, the urgent calls of the intelligent artists, and at a time when the resources of Pennsylvania are to be put in requisition.

Mind will claim Languages and Literature, Legislation and Religion, and the Science of Education. Here we converse with *mind* where all Science only is; with the arrangement it makes of all truth, how invention moves, theory gropes, experience corrects.

1. METHOD.—The first study in importance, is the SCIENCE OF METHOD. The Student may be in the class of eminent professors, may himself be a walking library; and still be destitute of a rational pervading Method. The contrast of my meaning is resolving all qualities to a unity, as did the celebrated Burke in making terror the original element of the sublime; as did Rush in referring all morbid action to fever; as do some theologians in analysing virtue and vice. In perspective there is one point for favorable vision, which gives symetry to all the parts. In the Science of Method, Bacon quaintly calls this point *Lumens Siccum*. This bright star has guided many wise men; his *idola* have saved multitudes from the snares of sense, passion and party. How vast the multiplication of knowledge and

infinite the relations, since his chart and compass enabled the mariner to leave the shore. These relations are the materials of Method. The mind in surveying these relations originates principles of progressive unity. This presiding spirit moulds the accumulating elements into a beautiful eucosmos, and gives to the finished creation a Sabbath of rest.

As an exercise of mind, Method is the latest in the unfolding of its powers; and, therefore, the Student from an early period needs a learned guide. He early needs to have his mind excited, expanded, delighted with a Pisgah view of the whole delightful land of knowledge. He should also be furnished with so much topographical knowledge of the situation, boundaries and production of each, that he may extend his research at any period. This imperfect light enables the learner to make discoveries, to feel the power of novelty, to enter upon an extensive cultivation of such sciences, as discipline the mind to severe research, and accurate discrimination.

2. **ENGLISH LANGUAGE.**—The Language and Literature of our own country, and of our noble parent, whose inheritance and acquisitions become ours by a birthright, we are proud to acknowledge, will in this University claim pre-eminence. Is an apology required? Shall Plato and Quintilian, shall the French and German, and the recent Russ, reproach us for neglect of our own tongue—the most complex in its sources, vast in its materials, possessing the character of the two nations; and with their arms, commerce, missions, becoming the universal language; containing the piety, patriotism, wit and learning of the world. It merits an eminent professor, and the Legislative aid. The numerous descendants from learned European nations, are willing that Pennsylvania should become a homogeneous people, whose influence in the Union shall be worthy of the geographical keystone in the arch of empire. Before Boston shall be alienated from Charleston, and New York shall conflict with New Orleans, may their commissioners again meet in the city where our Union commenced.

3. **POLITICAL SCIENCE.**—The Science of Government will comprehend political history, constitutional law, the wisdom of our various Institutions, qualifications for office, sources of danger, of happiness and wealth. Liberty to be enjoyed, must be understood. Its principles are based in human nature. Their development guided by recorded experience, is a profound science. The virtues they inspire are the most exalting. Patriotism nurtured by education, is attach-



ment to our civil, religious, and literary institutions ; veneration for their authors ; a spirit of self-devotion to preserve, mature and transmit. Education in a national, at least, a public Institution, naturally leads to a lofty love of country, elevates above the selfish and local aims. The studies connected with Political Science excel in raising the mind from mere events to principles. They give history a new and unending charm. Our own history is too full, rich and eloquent to be excluded by the schoolboy's Greece and Rome. The late emperor did not err in imparting to his court, and camp and schools a passion for history. It cherished a contempt for kings in their luxury and sloth. It breathed a noble daring. It sent men forth as on a boundless theatre, in sight of mortal and immortal powers to run a grand career. The more exalted Washington met in his camp the President of Hampden Sidney College at the head of his volunteer students, and requested him to return to the Hall of Science, and to train the youth for the councils of their country. This heroic man was the learned Doctor John Blair Smith of Pennsylvania, educated in her Log College, the defender of the constitution before the constituents of Patrick Henry, the Whitfield of his time. His lamented fall deepened the gloom and terror of the pestilence in Philadelphia.

May this true love of country wreath the brow of every Student in this University. May their cultivated taste prefer to the misanthropy of Byron the artless prayer of Burns, which has filled the cottages of the brave with sacred peace, their glens with freedom and their camps with glory.

O Scotia ! my dear, my native soil !

For whom my warmest wish to heaven is sent,  
Long may thy hardy sons of rustic toil

Be blest with health, and peace, and sweet content ;  
And O, may heaven their simple lives prevent

From luxury's contagion, weak and vile ;

Then, howe'er crowns and coronets be rent,

A virtuous populace may rise the while,

And stand a wall of fire around their much loved isle.

O thou, who pour'd the patriotic tide,

That streamed through Wallace's undaunted heart,

Who dared to nobly stem tyrannic pride,

Or nobly die, the second glorious part ;

The patriot's God peculiarly thou art,

His friend, inspirer, guardian and reward ;

O never, never Scotia's realm desert ;

But still the patriot and the patriot-bard,

In bright succession raise her ornament guard.

4. **SCHOOL SYSTEM.**—The Board hope to co-operate with the Legislature in removing the greatest obstacle to the success of the Common School System, by establishing a Department for Teachers, in which not mere beneficiaries may be taught in the lower branches, but where a comprehensive system of direct instruction and appropriate discipline and experience may ensure success to the munificent grants for popular education.

5. **SACRED LITERATURE**—Will include the study of the Bible as a classic ; its diversities of style ; its inspiration, literature, interpretation ; its connection with Law and the whole body of modern Literature, with Ethics and Moral Philosophy. It requires a wise distribution rather than a large portion of time.

Moral principles, in their logical developments and applications, will be found a *novum organum* in mental discipline. The conversion of the heart is the best preparation for study, and the only pledge of success. A self-governed people will do well to notice, that there is no defect in society or in legislation, for which the Gospel does not provide an ultimate remedy. The moral Philosopher, with the utmost freedom of discussion, and without involving the inexperienced in the agitation of party, may trace the evils and the sins incident to any system, and urge reform with the force of Henry and Adams, and still distinguish between the simple relation and its attendant evils ; and even justify the wise and pious Autocrat in holding an iron sceptre, until the Gospel prepares the people for a less defective state of society. In this uniform and divinely constituted tendency upon civil Government, the Bible has a *conservative power of reform*. Men who first subvert defective order as a means of beginning correctly, may denounce others as cowards and sinners, but they cannot justly claim the Bible for authority.

6. **LANGUAGES.**—To pass in silence the study of Languages, might lead to misapprehension. I need not refer to the provision made for the German, which has claims in Pennsylvania ; for French, a matter of course with the scholar and traveller. The utility of the Greek and Latin has been questioned. The ambition of new science has encroached. As an entire address would not exceed its importance, the closing article can little more than record the conviction, without the evidence.

With unwavering confidence, I record the conviction. Such is the nature of human minds, that no science, no discipline can supply their place : without them English education is defective. The study



will exist to the end of time. The very difficulties illustrate the uses.

Translation is the most imperfect of the works of man. It requires such mastery of both languages; such nice discrimination of the modifications of character and sentiment; such delicate sensibility to the viewless images that kiss the thousand strings of feeling and perceptions, that Homer would blush to read his own rhapsodies in the perfectest modern form. Bishop Lowth, for half a century has excited admiration, by intimating how imperfectly we comprehend the Hebrew poetry from our vision. These, near 70 volumes, are not more distinguished from human composition, in the perfection of the style, and the Divinity of the writing, than in the incomparable excellence of the translation. But was this the work of a Pope, or a Dryden? Nay, this version is the perfected result of near twenty centuries—of many nations and churches—of innumerable minds. And even *this* exhibits the gradation of excellence from the school-boy's *ad verbum* to the inwrought perfection of the original.

This range of merit is a capital circumstance in the cultivation of taste; like the child's first rude outline with a coal, to the highest creations of Raphael. In the class-room of the Linguist, the main work is interpretation. Here he constitutes a court, whose chancellor requires precision in making out the brief, and special pleading in applying the usages of language.

These laws well applied, give stability to civil codes and constitutions. This discipline, applied in schools, and families, and churches—to the Bible will insure all requisite unity of evidence, faith, and love. Translation has often been called the mere application of names: words are not the names of things, except in the meagerest sense. The study of language is eminently a mental operation. We enter into the souls of other men; we cultivate intimacy with things not seen, infinite and eternal. We are often thrown far back into other ages. We feel with David's heart—we behold with Isaiah's vision.

The vale of Tempe and Mount Olympus excite emotions far different from those called up in contemplating the beauties of Carmel and the glory of Zion. Our own toiling slave awakens not the same tide of sensibility as Judah's captive daughter, whose harp is on the willows of Babylon, who weeps as she remembers Zion. Language retains so many attributes of its Author—so bodies forth His own spirit and the souls of men, that its study is not to be defined or blas-

phemed. How perfect must be the mental action, when thoughts which fill the mind with all the fulness of God, are clearly conceived, and drawn out into distinct propositions, expressed in terms well defined, severely sifting out the whole idea.

An evidence of its political importance may be seen in the Journals of Legislation. During the colonial and early periods of State Legislation, bills were mostly written by men early disciplined to Latin composition. Especially in this and the Southern States, brevity and precision contrast with the loose composition of later times. The present overflowing of light reading shows the general absence of those chastening studies. The style, the subjects, the abuse in many political Journals could not be read by an educated people.

Mark the substitute for the discipline which corrects these popular evils: the study of matter. In France material nature drew her youth far from mind, language and moral relations, till grossness and Atheism ensued.

We will so connect Language, Literature, Interpretation and Method with all other studies, that they shall be most useful and pleasing.

“There shalt thou hear and learn the secret power  
Of harmony, in tones and numbers hit  
By voice or hand; and various measured verse,  
Æolian charms, and Dorian lyric odes.  
Thence to the famous orators repair,  
Those ancient, whose resistless eloquence  
Wielded at will that fierce democratic.”

Gentlemen of the Board—Your views have been thus partly developed. For success in executing this trust committed to me, I rely on your wisdom and candor, on the confidence which the public and the Legislature repose in you. Charters once were insecure; but the magnanimity of your State towards the elder University, with the pleadings of Webster and the decision of Marshall, have secured patrons to Education, and stability to your powers and immunities. But no court has defined, no chapter in moral or political science has described the *obligations* of Trustees. The case stands thus. There is no self-improving power in society. *Facilis descensus Averni*. The God of heaven throws upon *this* generation the responsibility of educating the next. The people commit this power to the Legislature. The State entrust it to a Board of Trustees. With you, gentlemen, rests all that is our country. Providence



crowns with uniform success all wise plans for common good. Success marks your beginning. In a few weeks your number is tenfold. Your edifice is equalled by few in the country. The Alumni have nobly pledged you their aid in raising 30,000 dollars. A new organization has alienated no friends, excited no complaint. You have had the happiness to honor with the first Professorship, one adorned with an assemblage of virtues and learning, which throw a pleasing light upon his native land. Scotland is endeared to America by the churches planted here; her wisdom is in our councils, her learning in our colleges, by her kind reception of every worthy traveller and writer, and by her zeal in freedom's cause.

Gentlemen—The doubts will cease that a city is the most favored place for a University. Young men of years and virtues will resort to the home of talent, excitement, eloquence, of educated and Christian society, and return with a liberal education, to adorn the dwelling of their parents. Without a University, conducted on the plan proposed, and for exalted aims, your city must behold with hastening sweep, waste of mind, ruined hopes, loss of capital, of happiness, of wealth, overflowing vice, sordid avarice. This will consign to infamy the second City in the State, the most privileged in all the West. May you and the Legislature be fully apprized, and share in laying the foundation of your greatness and glory. He that shall enrol his name a founder and benefactor of the Western University of Pennsylvania, will be inquired for when all that now meets the eye shall give place to other forms. The present is allowed to secure by well doing, the consolation that we have lived, and lived, aspiring for the perfection of our own character, and that of all men—a perfection to be commenced in time, but consummated in eternity.

## THE FACULTY.

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Rev. GILBERT MORGAN, President of the University, and Professor of Intellectual and Moral Philosophy, Sacred Literature, and Oratory.

Rev. ROBERT BRUCE, D. D., Professor of the Greek Language and Literature, of Mathematics and Natural Philosophy.

Dr. HARPER MICHELL, A. M., Professor of Experimental Philosophy, Chemistry, Mineralogy, and Natural History.

Mr. J. E. BARBEZAT, A. M., Professor of the French and German Languages and Literature.

—————, Professor of the Roman Language, Literature and Law.

—————, Professor of the English Language, Rhetoric, Logic, and English Literature.

—————, Professor of History and Political Science.

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## ACADEMICAL.

—————, Principal of the Teachers' Department.

Mr. N. S. JONES, Tutor in Languages, and Secretary of the Faculty.

G. F. GILMORE, Principal of the English and Classical School.

—————, A. B., Principal of the English School.

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Funds are collecting for filling the vacant Professorships.

The annual commencement is in the last week of July, Thursday.

The terms commence in September, January, and April.

☞ Tuition, per year, \$45; Non-residents, \$24; Boarding, \$1.50; Private, \$2.00.




















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